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ABSTRACT

Four surveys conducted in Japan investigated teacher and student attitudes about second language instruction in large classes. The first three surveys, conducted at a university and at secondary and university teacher seminars in three cities, elicited information concerning actual and preferred class size, institutional policies concerning class size, and perceived problems of teaching responsibilities relating to class size. The fourth survey asked university students about their experience with and attitudes toward class size. The "average large class size" experienced by most teachers was 45, over the size (39) at which problems are seen to arise and under the size (51) at which problems related to class size begin to occur. The average class size taught was 38, and the average smallest class was 24, with the ideal at 19. Teachers appear to frequently teach classes they consider too large, but never too small. Related research is limited. Most students had experienced classes of 40-59 students, some much larger. Students preferred classes of 11-20. Policy for maximum size is seen as related to institutional financial considerations, but the law recommends restriction to under 50 students, with 40 students as the goal. Problems teachers encounter with large classes are pedagogical, managerial, and affective. Further research is recommended. The questionnaires are appended. (MSE)

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LANCASTER - LEEDS

LANGUAGE LEARNING IN LARGE CLASSES

RESEARCH PROJECT

LARGE SIZE CLASSES : THE SITUATION IN JAPAN

VIRGINIA LOCASTRO

PROJECT REPORT NO. 5

Virginia LoCastro
Large Size Classes : The Situation in Japan

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1 Introduction [1]

A common complaint of English language teachers, particularly those in EFL contexts, is that large size classes make the use of certain materials and methods difficult if not impossible. Moreover, overseas students in EFL masters degree programs in North America, the U.K., and Australia may feel the content of some of their courses to be meaningless and inappropriate due to the large size classes they face upon return to their home countries.

It was with these complaints in mind that the Lancaster-Leeds Language Learning in Large Classes Research Group was set up. The objective was to provide, if possible, some clearer understanding of this variable of classroom teaching. Interest developed even more when a search of the literature showed that there is relatively little material available which is based on serious research on the subject or which addresses the topic in an informative way.

The Research Group designed a set of questionnaires to elicit information from respondents concerning (1) actual and preferred class size (the 'Numbers Questionnaire', see Appendix A), (2) institutional policies regarding class size (the 'Policy Questionnaire', see Appendix B), and (3) perceived problems of teaching responsibilities vis-a-vis class size (the 'Difficulties

Questionnaire', see Appendix C). These questionnaires were administered in Japan, specifically at the University of Tsukuba, and at several seminars organised by the British Council and by JALT (Japan Association of Language Teachers) in Tokyo, Nagoya and Kyoto in 1986-1987. This paper is a report on the research that has been done so far, concentrating on the responses to the three questionnaires just mentioned as well as the responses to an additional questionnaire on students' perceptions of class size (the 'Student Questionnaire', see Appendix D).

2 Background

When conducting research on large classes in Japan, one needs to be aware of the different types of language teaching settings. In the public school system - that is, government-financed institutions - the average class has between 40 and 50 students. This seems to be true from pre-schools and kindergartens all the way up to university classes. The private school sector, however, can vary a great deal. Elite private universities will have classes of 20 students, others will have 90-100. In addition to the regular private schools (that is, elementary schools, junior and senior high schools, and universities), there is another system of private tuition, called 'juku' and 'yobiko'. At one extreme, these offer one-on-one lessons, and at the other extreme we find so-called college or university entrance examination cram sessions where there can be up to 500 students

in a large amphitheatre. These special schools are regarded by some to be outside the educational system per se and should not, therefore, be considered when discussing ELT in Japan. However, since these schools are very much a part of the public awareness as places for English language tuition, it does not seem that one can look at ELT in Japan without acknowledging the role of the ubiquitous after-schools and cram schools.

Then, for adults, there are many private language schools and programs inside companies. Here, classes again vary in size, from one-on-one to a more typical 15-20 students per class. Indeed, one of the drawing cards of such private language schools is the promise of small classes. So the variety is considerable and one needs to be aware of this variety in assessing the situation in Japan.

3 Results Of The First Questionnaire

The questionnaires discussed in this report were administered in March 1988. Most of the respondents are secondary school and university instructors. The first questionnaire - the 'Numbers Questionnaire' - attempted to elicit respondents' experience with and perceptions of large size classes in Japan. Therefore the few respondents from private language schools, with their typically small classes, do not change the general pattern of the responses.

A total of 96 responses were collected from three urban locations, Tokyo, Nagoya, and Kyoto. Of those, only 47 were judged to be valid; the others had not been filled out completely (42), and/or had been answered incorrectly (7). Difficulty completing Question 5 appears to be behind the high number of invalid responses. In Question 5, respondents were asked to consider what size of class they would regard as being uncomfortably small. However, comments on the questionnaires referred to a lack of experience with small classes. Some respondents wrote that they did not feel that there would be a problem with small classes; this is also an indication that respondents lacked experience with small classes. Yet other comments indicated that the respondents felt that class size may be an important variable depending on other elements of their teaching situation, such as the following :

1 the skills being taught, for example oral skills versus translation

2 the setting, such as room size, or the ease with which seats can be moved around

3 the level of motivation of the students

4 other problems of the teaching situation

5 the age of the students, and

6 the frequency of class meetings.

The responses to the Numbers Questionnaire are summarised in Table 1.

Table 1 *Summary of Responses to 'Numbers Questionnaire'*
N = 47

Question	Mean	Median	Range
1a	45	47	20 - 70
1b	24	22	1 - 47
2	38	41	10 - 50
3	19	20	8 - 35
4a	39	38	9 - 100
4b	51	50	19 - 90
5a	7	5	0 - 20
5b	4	3	0 - 15

1a = largest class regularly taught
1b = smallest class regularly taught
2 = usual class size
3 = ideal class size
4a = number at which problems begin, because too large
4b = number at which class becomes intolerably large
5a = number at which problems begin, because too small
5b = number at which class becomes intolerably small
N = number of correspondents

The average 'largest class size' normally taught by the 47 respondents is 45. This is larger than the figure of 39, given as the point at which problems related to class size begin to occur. But this mean of 45 is lower than 51, the point at which these respondents believe classes become intolerably large. This finding differs from an earlier set of figures given by Coleman (Project Report No. 4, 1989). In the earlier report, based on 149 responses from various parts of the world, the average largest class size was judged by the respondents to be ***above*** the point at which classes become intolerably large.

The average class size which all the respondents teach is 38, just below the point at which problems begin to occur. Thus

the respondents are used to teaching classes which are close to becoming problematic due to class size.

As far as small class size is concerned, the respondents indicated the average smallest class size which they experienced to be 24, whilst the ideal would be 19. The average class size where problems begin to occur due to classes being too small is 7 and then 4 is the point at which the average class size becomes intolerably small. Thus the average smallest class size is larger than that which the respondents would consider to be the ideal class size. However, there is a problem with this as many Japanese teachers of English have never experienced classes smaller than 40. Thus we must take these figures for the size of their smallest classes as being based only on the respondents' imagination, not on real experience. It was impossible to ascertain how many of the respondents had no experience upon which to base the figures they wrote on the questionnaires.

These then are the experienced class sizes (with the exception noted above) and the perceptions of class size of the 47 respondents. Clearly the respondents are teaching in situations where even their smallest regular class is larger than their perceived ideal class size.

These results generally support the conclusions of Coleman's report (Project Report No. 4, 1989) which discusses the first phase of analysis of earlier administered questionnaires, that

is, 'that teachers regularly teach classes which they perceive to be large, but almost never teach classes which they believe to be too small'. Furthermore, although no further statistical analysis was done on the data presented here, the earlier conclusion - that there is a strong relationship between the size of the ***largest*** class which teachers regularly teach and teachers' perceptions of ideal, large, and small class size - is borne out if one looks closely at individual responses.

Table 2 regroups the same responses according to the largest class regularly taught. With a few exceptions, Table 2 shows a clear pattern in which numbers grow larger as we move from left to right. That is to say, the evidence supports the statement that actual experience with large class size colors a respondent's perception of what constitutes excessively large, excessively small, and ideal classes. (However, note that in this table, the figures in the first, fourth, and fifth columns are based on only one respondent per category.)

In addition, clearly, anecdotal evidence supports this conclusion. Many EFL teachers, particularly native English speakers, may not have regularly taught a language class of more than 20 students. Then upon taking a position at a Japanese university, it may happen that the teacher is assigned to a class of 90+ in a large lecture hall for, for example, English composition. After that experience, a class of 40 can be a

comfortable number, the teacher having developed compromises to handle such a teaching setting.

Table 2 *Responses to 'Numbers Questionnaire', According to Size of Largest Class Experienced*

	Largest class size experienced				
	1-20	21-40	41-60	61-80	81-100
large, intolerable	19	61	56	60	65
large, problems begin	13	38	41	45	55
ideal	8	15	21	15	25
small, problems begin	3	6	7	8	5
small, intolerable	2	3	4	5	3
N	1	10	33	1	1

N = number of respondents

4 Related Research

It is difficult to find literature or reports of other research with which to compare these figures. However, one study was carried out at Keio University's Institute for Educational Research and the results were published in 1983 by Keio University, entitled 'A General Survey of English Language Teaching at Colleges and Universities in Japan : Teachers' View'. Prof Ikuo Koike of Keio was the director of the research. For our purposes, the survey is potentially useful because of the

questions relating to class size and level of dissatisfaction felt by teachers. However, the statistical analysis is incomplete and only a summary of the trends from the data can be given.

When the respondents were asked why they did not use teaching methods which they believed to be good, they cited class size and the students' level of competence as being important reasons. Another set of responses showed a sudden increase in dissatisfaction with classes over 40 students. The preferred class size was said to be 40. There is a general belief that, for foreign language teaching, smaller size classes are better. However, there is another belief equally held that smaller size classes are 'a dream which will never come true'.

Apparently, many of the respondents in the Keio survey had larger size classes, as 92.9% indicated a preference for teaching smaller size classes and 62.5% were dissatisfied with their current class size. Indeed, it is said that one of the most commonly held images of a typical classroom is a room with 60 students. Yet, though there is a feeling that a smaller size class allows teachers to practice methods which they believe in, at the same time, as the class size becomes smaller, dissatisfaction with the students' level of competence increases. This is presumably because closer attention is then paid to the students as individuals.

In 1985, a 'Students' View' survey was published. This contains some figures relevant to our interests. The respondents answered a question on their level of satisfaction with regards to class size; these are summarised in Table 3.

Table 3 *Class Sizes Preferred by Students*
(from Koike 1985)

Class Size Preferred	Percentage of Respondents
more than 50	5.5%
41-50	7.5%
31-40	20.7%
21-30	34.0%
20 or fewer	35.3%

Note : Presumably the total percentage of respondents reaches 102% because of rounding up.

Table 3 shows clearly that the student respondents preferred smaller classes.

5 Student Questionnaire

In order to investigate students' perceptions more thoroughly, I have recently developed another questionnaire (the 'Student Questionnaire', see Appendix D). This has been piloted at two universities in Japan - Tsukuba and Keio - with first year, general, required English classes. 133 responses were collected, with 94 judged to be valid. The other responses were rejected largely because of invalid responses to Question 6 about the class size which students would consider to be too small. Many

wrote on the questionnaire that one-on-one would be an 'ideal' class size.

The first question deals with the size of the largest class the students had ever had while studying English 'conversation'. ('Conversation' is a euphemism for 'oral English' which is frequently used in Japan.) The question asks, 'Since you have been studying English conversation, what is the largest number of classmates you have had in your class?' Responses are summarized in Table 4.

Table 4 *Largest Class Size Experienced*
N = 94; 14 responses ignored

Class size (range)	Number of respondents	Percentage of respondents
40-49	35	37.2%
50-59	15	16.0%
...		
100-109	5	5.3%
...		
150-159	5	5.3%
...		
200-209	12	12.8%
...		
300-309	8	8.5%
Total	80	85.1%

Note : Only those ranges of 'largest class size experienced' which had five or more responses are included in the table.

Thus, we can say that 53% of the 94 respondents have experienced classes of between 40 and 59 students. Then, at 100, 150, 200 and 300, there are smaller clusters; these are exactly

the numbers one finds typically in yobiko, the entrance exam cram schools.

Let us now look at responses to Question 2 ('What was the situation where this occurred?'). Again, only those categories that had five or more responses have been analysed. Of the 35 respondents who had experienced 40-49 classmates in their class, 26 said that this had occurred in high school, three had experienced it in junior high school, five in university, and one in cram school. Of the 15 respondents who had experienced classes of 50-59, 10 said that this had happened in high school, two in junior high school, and three in university. For the 100-109 category, only one said that this had been experienced in high school; the four other respondents said it was in cram school. Then, for the 150-159, 200-209, and 300-309 categories, all respondents said that the large size class had occurred in cram schools. (This was with two exceptions, where respondents said that they had experienced large classes in 'private lessons', though it is not clear what this means.) The responses to Question 2 therefore confirm our interpretation of the responses given to Question 1.

In Question 3, the respondents were asked : 'Since you have been studying English conversation, what is the smallest number of classmates you have had in your class?' Responses are summarised in Table 5.

Table 5 *Smallest Class Size Experienced*
N = 94

Class size (range)	Number of respondents	Percentage of respondents
1- 9	28	29.8%
10-19	19	20.2%
20-29	15	16.0%
30-39	14	14.9%
40-49	18	19.1%
Total	94	100.0%

No respondents claimed to have experienced 'smallest classes' which were larger than 49. This indicates that, despite the norm of 40-50 in the public school system (see Section 2 above), most of the respondents have experienced small class settings.

Question 4 asks, 'What was the situation where this occurred?' Responses are summarised in Table 6.

Table 6 *Setting of Smallest Experienced Classes*
N = 93

Class size	PLS	Univ	HS	JHS	Yobiko	Juku	Other
1- 9	6	0	0	2	1	17	2
10-19	5	2	3	0	1	8	0
20-29	0	3	4	3	1	3	0
30-39	0	4	2	7	1	0	0
40-49	0	6	3	9	0	0	0
Totals	11	15	12	21	4	28	2

PLS = private language school
HS = high school
JHS = junior high school

The most interesting aspect of Table 6 is perhaps the fact that more students experienced small classes in 'juku' - the private after-school situations - than in any other situation.

Question 5 asks, 'How many classmates would you prefer to have in your English conversation class?' The results are given in Table 7.

Table 7 *Preferred Class Size*
N = 94

Class size (range)	Number of respondents	Percentage of respondents
1-10	12	12.8%
11-20	51	54.3%
21-30	20	21.3%
31-40	7	7.4%
41-50	2	2.1%
51+	2	2.1%
Total	94	100.0%

Clearly, students would prefer classes which are smaller than the 40-50 students per class which they are accustomed to. The results here indicate an even stronger preference for smaller classes than the Keio University survey discussed earlier (Section 4 above.) Furthermore, if we look back to Table 1 we are reminded that teachers' ideal class size is about 19 or 20. Consequently, we can see that the three measures - the 'Numbers Questionnaire' from the Lancaster-Leeds group, the Keio University study, and the present pilot Student Questionnaire -

all indicate that the teachers and students in this population have approximately the same preferences.

Question 6 ('How many classmates would make the class too small for English conversation lessons, in your opinion?') and Question 7 ('How many classmates would make the class too large for English conversation lessons, in your opinion?') are less interesting, though the results support the general pattern. Responses are summarised in Tables 8 and 9.

Table 8 *Class Size Perceived as Too Small*
N = 94

Class size (range)	Number of respondents	Percentage of respondents
1-10	88	93.6%
11-20	5	5.3%
21-30	0	0.0%
31-40	1	1.1%
41-50	0	0.0%
51+	0	0.0%
Total	94	100.0%

Table 9 *Class Size Perceived as Too Large*
N = 94

Class size (range)	Number of respondents	Percentage of respondents
1-10	0	0.0%
11-20	2	2.1%
21-30	27	28.7%
31-40	22	23.4%
41-50	19	20.2%
51+	24	25.5%
Total	94	99.9%

Table 8 shows that 94% of the student respondents would consider a class of 10 or fewer to be too small for an English lesson. Table 9 provides a pattern which is less clear, although it allows us to conclude that 98% of students would not consider a class with up to 20 members as being too large.

6 Class Size Policy

A second questionnaire prepared by the Lancaster-Leeds Research Group was administered in an attempt to discover the reason for the occurrence of large classes of 40-50 students (the 'Policy Questionnaire', see Appendix B).

It seems that the policy for maximum class size is seen as being related to financial concerns, decided by university authorities at the presidential level. There seems to be no policy per se concerning minimum class size. The class size takes into account the number of students admitted, the number of teachers, the number of available classrooms, and the number of seats in the classrooms. And, though not mentioned directly, the entire profit/loss ratio of the institution is ultimately involved as well. For public institutions, in particular, the Ministry of Education is another variable. In fact, it seems that rather than there being a policy for ***maximum*** or ***minimum*** class size, there is only one category; that is to say, class size = 40-50 students/class. Most of the respondents did not

articulate clearly the details of the situation, simply stating 'Mombusho' (the Japanese Ministry of Education), or 'university policy' as explanations. The availability of teachers was not cited as an important variable.

In discussing the policy issue with colleagues (Hiroshi Asano, personal communication), I found that this number of 40-50 as the standard class size has been current since the Meiji Restoration Period in the latter part of the 19th century. (This is confirmed by Arai et al. 1988.) In most school laws made in the Meiji Era (1867-1911) it is stated that the number of students in each class should be under 50, from elementary up to middle school. This was just the period when Japan, after having been forced to open itself to the world, first began its efforts to educate its population on a large scale and so the policy of class size was implemented in order to accommodate new social needs.

In 1943, the Ministry of Education revised the laws governing middle schools, but the number of students per class was not changed. This happened yet again after World War II, in spite of other reforms being carried out. In one of the annotations of the law, mention is made of a new law in 1985 in which standardization of the numbers of teachers and students for school was made. That new law was aimed at reducing class size from 45 to 40 by 1992. However, according to Hiroshi Asano

(personal communication), the law was suspended for three years from 1982 to 1985 because of the Government's fiscal reforms.

Class size has been an important point of disagreement between the Ministry of Education and the Japan Teachers' Union, the latter insisting that the number be reduced to 40. Today, it seems that the maximum number of students per class is 43 in public junior and senior high schools. Apparently, the final decision is up to each local Board of Education and currently 40 to 43 seems to be the usual number of students in one class at junior and senior high school levels.

As for colleges and universities, the 'Fundamental Law for Establishing Colleges and Universities' states that the faculty-student ratio should be 1 to 50 for 'General Education' courses, whereas in courses for those majoring in their respective discipline, it should be 1 to 5 or 1 to 6 (Arai et al. 1988).

7 Class Size And Perceived Problems

The question of class size is clearly a source of concern for the teachers, as one can observe upon examining some of the responses to the third questionnaire prepared by the Lancaster-Leeds Research Group (the 'Difficulties Questionnaire', see Appendix C). The focus of this questionnaire is to get an idea of the ways in which large classes are problematic for teachers. The

first question asks, 'Large classes make it difficult for me to do what I would like to do because ...'. In the present report, only this question has been selected and a preliminary content analysis of the responses has been done. The most frequently mentioned concerns of the respondents when it comes to dealing with large classes are as follows :

A Pedagogical

1 speaking, reading, and writing tasks more difficult to carry out

2 difficulty in monitoring work, giving feedback

3 problems in individualizing work

4 difficulties in setting up 'communicative' tasks, providing opportunities to speak

5 practice of avoiding activities that are demanding to implement.

B Management

1 correction of large numbers of essays difficult in writing classes

2 pair/group work often cumbersome to execute

3 noise level high, affecting neighbouring classes

4 difficulty in attending to all students during class time

5 discipline problems.

C Affective

1 difficulty learning students' names

2 impossibility of establishing good rapport with students

3 concern for weaker students

4 'crowd' phenomenon : students not listening to the teacher or to others

5 problems in assessing students' interests, moods.

These categories overlap to some extent. In all, 42 different subjects were mentioned, though this list includes only those mentioned frequently. Most of the respondents were overwhelmingly concerned either with affective variables - such as rapport with the students, and the inability to attend to all of them individually - or with management problems. One said :

> The students begin conversations on a private basis. Many of them seem to do this under the impression that their private talks will not disturb anybody because the classroom is so large.

However, an impression from some classroom observations carried out in Japan is that this phenomenon, as well as the common occurrence of students not listening to questions and answers addressed to any students other than themselves, has more to do with traditional teaching styles rather than class size per se. Nevertheless, many respondents indicated students' chatting as an impediment in large size classes.

8 Conclusions

Where does all this lead to? To more research, surely. The ultimate question is how much language can be acquired/learned in a large size class setting. A related question concerns the language learning goals of a particular school, school system,

and so on, all the way up to the national level. If the national objective is to develop reading knowledge of a language, then large size classes may suffice for a majority of students. This is probably one of the reasons why 40-50 students per class has been the accepted norm in Japan, as grammar-translation has been and still is the most commonly used approach for developing a reading knowledge of English.

An important point brought up in one of Coleman's earlier reports (Project Report No. 2, 1989) relates this research to teacher preparation. In order for there to be greater transfer from masters courses and programs to the regular teaching environments where participants in such courses work, there must be an overt attempt to relate various theories, methods, and practices directly to the large size class teaching setting - a setting which, it seems, is common in many parts of the world.

Note

1 This paper was first presented in the Colloquium 'Language Learning and Teaching in Large Classes : Current Research' which was held during the 1988 TESOL Convention in Chicago. Intermediate versions of the paper have also appeared in ***The Language Teacher***, 12 (2), 7-11 (1988), and in ***University of Tsukuba Foreign Language Center Annual Bulletin*** (1989). I would like to acknowledge the invaluable help of Prof. Hiroshi Asano and Assistant Professor Shigeyuki Fujimoto, both of Tsukuba University. This paper, nevertheless, including its mistakes, remains my responsibility.

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Appendix A : Numbers Questionnaire

Important : please think only of ***English Language*** classes.

1 How many people are there :
   a) in the largest class which you regularly teach?
   b) in the smallest class which you regularly teach?

2 What is your usual class size?

3 What is your ideal class size?

4 What class size do you consider to be uncomfortably large?
   a) At what number do the problems begin?
   b) At what number do the problems become intolerable?

5 What class size do you consider to be uncomfortably small?
   a) At what number do the problems begin?
   b) At what number do the problems become intolerable?

6 Among all your problems, how important is class size? Is dealing with large classes (please ring the appropriate letter) :

the major problem	a
one of the major problems	b
a problem, but not a major one	c
a very minor problem	d
no problem at all	e

7 Is the institution you teach in (please ring the appropriate letter) :

primary/elementary?	a
secondary?	b
college/university?	c
other (please specify)?	d

Appendix B : Policy Questionnaire

1 What size are language classes in your institution?

1-5	26-35	56-65	86-95	116-125
6-15	36-45	66-75	96-105	126-135
16-25	46-55	76-85	106-115	136-145

Other (please specify) _____

2 In your experience is this size of class :
a) intolerably large
b) too large
c) acceptable, but large
d) ideal
e) acceptable, but small
f) too small
g) intolerably small?

3 Does your institution have an official policy on class size?
YES /NO

3a If 'yes', what is that policy regarding MAXIMUM class size?
_____

3b Again, if 'yes', what is that policy regarding MINIMUM class size?
_____

4 If there is a policy, who (inside the institution or outside it) determined this policy?
_____

5 What are the reasons ('official'/practical) for this policy?
Maximum _____
Minimum _____

6 What type of institution do you work in?
a) Primary/Elementary?
b) Secondary?
c) College/University?
d) Other (please specify type and age range) _____

Appendix C : Difficulties Questionnaire

Many teachers say that teaching English in large classes is a problem for them. But in what way are large classes a problem? How do large classes stop teachers from doing what they would like to do? Your responses to this questionnaire will help us to answer these questions.

Under each of the following, please list as many points as you can.

1 **Large classes** make it difficult for me to do what I would like to do because :

2 With an **ideal** number of students in my class, I could :

3 When I am teaching a **large class**, I help my students to learn English by :

4 Do you have any other comments or questions about teaching and learning in **large classes**?

5 Is the institution you teach in (please ring the appropriate letter) :

primary/elementary? a
secondary? b
college/university? c
other (please specify)? d

6 In principle, would you be willing to help us with future research into large classes (perhaps by responding to another questionnaire)? **YES/NO**

Thank you very much for your help.

Appendix D : Student Questionnaire

English version (The Japanese version of the questionnaire is available from the author, c/o Department of Linguistics, University of Lancaster, Lancaster LA1 4YT, U.K.)

To the students : Would you be so kind as to complete this questionnaire?

1 Since you have been studying English conversation (excluding language laboratory classes), what is the largest number of classmates you have had in your class?
(Write a number.) _____

2 What was the situation where this occurred? (Put a circle around the appropriate category.)
junior high school
senior high school
juku
yobiko
private language school
university

3 Since you have been studying English conversation (excluding language laboratory classes), what is the smallest number of classmates you have had in your class?
(Write a number.) _____

4 What was the situation where this occurred? (Put a circle around the appropriate category.)
junior high school
senior high school
juku
yobiko
private language school
university

5 How many classmates would you prefer to have in your English conversation class? (Check the appropriate box.)

1-10 11-20 21-30 31-40 41-50 51+

6 How many classmates would make the class too small for English conversation lessons, in your opinion?

1-10 11-20 21-30 31-40 41-50 51+

7 How many classmates would make the class too large for English conversation lessons, in your opinion?

1-10 11-20 21-30 31-40 41-50 51+

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LANGUAGE LEARNING IN LARGE CLASSES
RESEARCH PROJECT

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